

# Physical Activity Resources

## Walking Activities

1. **Walk/Jog & Touch:** Prepare about 30 cards with pictures of places on your playground. Students choose card with a picture of some place or object on the playground. They must walk or jog to that place or object (4 square court, ladder, swing, fence tree, monkey bars, sand box, etc.) touch it, and then return to their starting place. Once they have made the required touch, they can return to the starting place, choose another card and move to touch that place or object also. Students should continue the activity and see how many cards they can complete in three to five minutes.

*Adaptation:* Students may be given a card with about five places or objects on the playground to run to one at a time or in order. Pictures as well as words may also be used to get them to their destination(s). Hint: If your playground has few objects or equipment, you can take a picture of a cone or other such object available; and then place cones at random throughout the playground each time this warm-up is used. Simply paste the pictures of cardstock or index cards and laminate them to make them last!



2. **Course Walk/Jog:** A variety of courses may be designed using cards, bulletin boards or cones. Students must follow the designated path either walking or jogging. The same course may also be used for each student, but with different starting points for different students. Again, laminate the cards or place posters to designate the course(s).
3. **Alphabet Walk:** Students may follow a certain course on the playground individually, in partners, or small groups. They write down what they see along the way that starts with different letters of the alphabet, and may try to see how many letters they can spot during their walk. *Safety:* Students with writing implements should not jog or run. Writing stations (Tennis can with pencils inside) may be placed at various points around the course to eliminate the need to carry a pencil. *Extensions:* Students may be required to write down the alphabet sightings in alphabetical order. Or only a portion of the alphabet may be designated; e.g. Vowels, consonants, their spelling words, the letter of their name.
4. **Shuttle Jog:** Students jog and touch two separate lines as many times as they can. *Adaptations:* Some student's current fitness level may not necessitate their walking instead of jogging. Students who have equaled their personal best or are having a so-so day will also be allowed to walk. *Safety:*

Make sure that the students are spaced at least an arms length away from one another while shuttling between the lines to ensure that each person can stay and move in their own space safely while moving. Make sure there are no hazards such as loose gravel at the turn points. There should be at least 10 feet of safe stopping at the turn around points.

5. **Partner walk/jog:** On a certain course, one partner walks while the other one jogs. Students may switch off walking or jogging by high-fiving their partner. Walking partners may not refuse to or avoid the high-five!  
*Extension:* Students may wish to see how many laps they can collectively complete. On succeeding days, they may to beat a personal best. Students should be in relatively good fitness shape to try for their personal best.
6. **3 Minute Estimation:** Students may estimate how much time it will take them to complete a certain number of laps. Or, they may estimate how many laps they can do in a certain amount of time. The teacher may signal the starting and stopping times.
7. **Pass Up Jog/Walk:** In small groups of 4-5, students walk or jog around a certain course in a line. Every so often the last person must sprint or walk faster to move up to the front of the line. The teacher may designate the change by blowing a whistle. The groups may decide to walk the entire time; to jog the entire time; or to walk one lap and then jog the next; etc. *Safety:* Make sure the groups are compatible according to their fitness levels or that they can come to an agreement on whether to walk or jog, or when to change, so that lower fit individuals can participate safely and happily.
8. **Walk/Jog and Foot Dribble:** Students may walk or jog in small groups or partners around a certain course. They dribble a play ball with their feet, and pass off the ball to one another as they move around the course. The ball may be passed to one another in a set order. If a ball must be retrieved from off the course, the group can jog in place and wait for the retriever to return to the group. The person who last touched the ball should be the retriever. Students may call the name of their intended receiver before passing. *Extension:* Students may try to see how many passes they can complete within a certain time limit. Another task is to see how few times they can lose control of the ball. *Technique:* Emphasize soft, controlled passes using the side of the foot to first slow and then kick the ball.
9. **Collective Score Walk/Jog:** As a class or in small groups of 4-5 persons, students try to see how many laps they can complete in a certain time limit.
10. **Personal Best Walk/Jog:** Students attempt to see how many they can walk/jog. Make sure students are attempting a reasonable goal and are not overdoing it.
11. **High-Five Walk/Jog:** How many persons can you high-five while walking or jogging? You may not high-five the same person twice in a row.



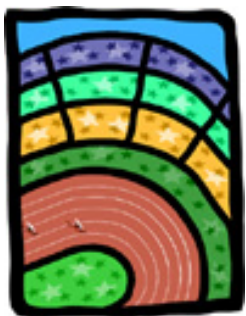
12. **Partner Jump & Jog/Walk:** One partner jogs or walks while the other jumps rope. Students may switch places on a signal, at predetermined lap intervals, at predetermined lap intervals, or as needed.
13. **Jog/Walk & Hand Dribble:** Students may walk or jog in small groups or partners around a certain course. They dribble a playground ball with their hands, and pass off the ball to one another as they move around the course. The ball may be passed to one another in a set order. If a ball must be retrieved from off the course, the group can jog in place and wait for the retriever to return to the group. The person who last touched the ball should be the retriever. Students may call the name of their intended receiver before passing. *Extension:* Students may try to see how many passes they can complete within a certain time limit. Another task is to see how few times they can lose control of the ball. *Technique:* Emphasize soft, controlled chest passes.
14. **Jog/Walk Toss:** Students jog/walk and toss a small object such as a tennis ball or a beanbag to themselves. They may try to see if they can complete a certain number of passes within a certain time limit or if they can maintain control the entire time. They may count the number of misses as well. *Safety:* Emphasize the students should not toss so that they are unable to keep an eye on the walk/jog surface to prevent collisions or falls. *Extension:* Higher skilled students may want to attempt tossing or juggling two objects.
15. **Perspiration Walk/Jog:** Students try to get their heart rate elevated. They may count their heart rate for ten seconds before and after their walk/jog and record the results and difference.
16. **Race Walking:** After a warm-up lap, students may see how fast they can walk and complete their other laps, without breaking into a jog. *Extension:* Have students take a 10 second heart rate before exercising, while walking, while jogging, and while race walking the same course or length of time. Have them compare the differences to see which type of exercise elevates their heart rate.

Heart Rate Calculation:  $220 - \text{your age} = \text{your maximum heart rate}.$

\_\_\_\_\_ X 60% (.6) = upper training limit

\_\_\_\_\_ X 90% (.9) = lower training limit

17. **Multiplication Tables Walk/Jog:** Students quiz one another on multiplication facts as they jog/walk in partners. Students may try to see how many correct answers they can get during their walk jog, or maybe try to see if they can get a certain segment (e.g., the 3 x's) completely correct during their jog/walk. Students may be provided with an index card with the times table's answers (see below), so that partners are reinforcing correct answers.



<b>2 X 1 = 2</b>	<b>2 X 7 = 14</b>	<b>3 X 1 = 3</b>	<b>3 X 7 = 21</b>	<b>4 X 1 = 4</b>	<b>4 X 7 = 28</b>
<b>2 X 2 = 4</b>	<b>2 X 8 = 16</b>	<b>3 X 2 = 6</b>	<b>3 X 8 = 24</b>	<b>4X 2 = 8</b>	<b>4 X 8 = 32</b>
<b>2 X 3 = 6</b>	<b>2 X 9 = 18</b>	<b>3 X 3 = 9</b>	<b>3 X 9 = 27</b>	<b>4 X 3 = 12</b>	<b>4 X 9 = 36</b>
<b>2 X 4 = 8</b>	<b>2 X 10 = 20</b>	<b>3 X 4 = 12</b>	<b>3 X 10 = 30</b>	<b>4 X 4 = 16</b>	<b>4 X 10 = 40</b>
<b>2 X 5 = 10</b>	<b>2 X 11 = 22</b>	<b>3 X 5 = 15</b>	<b>3 X 11 = 33</b>	<b>4 X 5 = 20</b>	<b>4 X 11 = 44</b>
<b>2X 6 = 12</b>	<b>2 X 12 = 2</b>	<b>3X 6 = 18</b>	<b>3 X 12 = 36</b>	<b>4 X 6 = 24</b>	<b>4X 14 = 48</b>

*Safety:* Caution students to walk or jog hard enough to make them breath a little quicker or to start to sweat. Students will need help in pacing and most won't actually know how to take it easy at the first of their walk/jog in order to be able to make it to the end of the time limit, course, or number of laps. Start out with small amounts of time or laps completed and allow students time to condition themselves and get in shape to do more. Individualize the amounts or lengths that each child must do. Remember that not every child is ready to do the same workout. Be aware of individual students' temporary or chronic health limitations and needs. Students should not run bare or sock footed. Don't allow students with inappropriate footwear such as sandals, cowboy boots, or loose or untied tennis shoes to participate. Students should be encouraged to wear appropriate, loose fitting clothing as well. Recommended heart rates for students are:

<b>Age</b>	<b>1 minute resting rate</b>	<b>1 minute ideal exercising heart rate</b>	<b>20 second count</b>
10-11	90	162-192	54-64
12-13	Girls- 90 Boys 85	164-190	52-63

\*However, students who are much larger or smaller than the majority of students in their age range should not use the averages listed here. Darby, L.A., & Pohlam, R.L. (1993) Heart Rates help personalize fitness. *Strategies*, 7:1, 9-12.

6-12 years: 130-180 beats per minute. Avalos, B. (1996) Wellness Wednesday: Invite Guests to Work Out With Students. *Strategies* 10:2, 5-9

**Health Department Workshop Fall 2003: FREE FITNESS! Martha Hyder**